

Entrance into the Rum River Special Education LANGUAGE & COMMUNICATION Program

for Member School Districts

Criteria for Entrance into the Language & Communication Interaction Program:

1. The student's IEP reflects a language and communication disorder, need, or skill deficit.
2. At the time of referral, the student is in grade K-9 for Rum River North and Rum River South Programs or 10-12+ for the Rum River East Education Program. The student meets special education criteria and is receiving special education service.
3. In addition to a language and communication disorder/deficit, the student exhibits severe behaviors that disrupt the learning of self and/or the learning of others.
4. The student is at a cognitive intellectual functioning level of 45 (+/- 5) or above; or, meets specified criteria (see Additional Criteria if Student's Intellectual Functioning is Under 45).
5. The team believes the student is not currently in the "least restrictive environment."
6. The student's due process information is up to date and documentation is complete.
7. The Rum River Special Education Language and Communication Program referral process is followed (see below).

Additional Criteria if Student's Intellectual Functioning is Under 45

A student's intellectual functioning may not, at times, be an accurate indication of his/her true abilities due to many variables in the testing process. Because of this, the following criteria may also be used in determining placement in the Rum River Special Education Language and Communication Program.

Students, at the time of referral, can (with support):

- Write a simple sentence, at a minimum, 3 word sentences.
- Read short passages, at a minimum, can sound out words phonetically or identify simple sight words.
- Count and identify numbers from 1-10, at a minimum, count to ten.
- Follow 1-step directions, at a minimum, follow a direction using visual pictures
- Complete employability tasks, at a minimum, can complete tasks with a job coach. Examples of tasks students complete in the Communication Interaction Program are: copying, shredding, shoveling, planting, light custodial tasks, delivering and picking up materials, laminating, sorting, and recycling.
- Complete life skills tasks, at a minimum, complete 1-step tasks. Examples of these tasks are: meal planning, purchasing, and preparation, which would involve community participation.
- Participate in recreation activities offered through DAPE, at a minimum, sit and observe in gym environment.
- Participation in cooperative groups and group activities, at a minimum, sit with

group and observe.

Non-verbal students

Students should have a minimum skill level in the following Nine Critical Communication Skills areas utilizing expressive or productive communication and receptive skills:

Productive Skills:

1. Asks for reinforcers
2. Asks for help
3. Asks for a break
4. Indicates "no" to "Do you want _____?"
5. Indicates "yes" to "Do you want _____?"

Receptive Skills:

1. Responds to "Wait."
2. Responds to transitional cues.
3. Follows functioning directions.
4. Follows a schedule

Referral Process

1. The Case Manager contacts the Behavior Analyst, District Special Education Coordinator and Building Administrator whenever there is a significant change in special education service provided (i.e., change in service from setting I to setting II) in an effort to assist the district with behavior intervention support. Early intervention will assist the district with developing appropriate interventions, stifling the need for immediate/emergency placements. The goal is to develop effective individualized programming, PREVENTING referral.

The Behavior Analysts and their assigned districts.

- a. **Courtney Vorell** (320-983-7351 ext. 4 or cvorell@rrsec.org)
 - Isle
 - Milaca
 - Ogilvie (EC - 8 grade)
 - Princeton (EC - 8 grade)
- b. **Jeff Borchardt** (763-552-6703 or jeff_borchardt@rrsec.org)
 - Mora
- c. **Emily Mitchell** (763-552-6800 or emitchell@rrsec.org)
 - Ogilvie High School
 - Princeton High School

Prior to Referral

1. The student must be receiving service in either federal setting 2 or 3 in their district and this **MUST** be documented in the IEP and has behavioral need related to communication & language that is significantly interfering with his/her educational progress.
 - a. A student in crisis with a lower level of service may be considered as determined by District

Special Education Coordinator in consultation with Rum River Program Coordinator.

2. The Case Manager provides written information to the Behavior Analyst and requests assistance with behavioral programming. This written information must include the following:
 - a. Email to Behavior Analyst with the following: Student Name, Grade, Concerns, Class Schedule and best time to come observe.
 - b. Current IEP (goals **MUST** address target behaviors) - SpedForms access
 - c. Current Educational Evaluation - SpedForms access
 - d. Reports and Evaluations from outside agencies provided within the last two calendar years (diagnostic assessments, etc.)
 - e. Current Functional Behavior Assessment (FBA)
 - If a FBA has not been conducted or other challenging behaviors are being exhibited that are not addressed in the current FBA, district staff will need to assist in the development and completion of an FBA.
 - The need to conduct an FBA will not delay the placement of a student at a Rum River Education Program provided that other criteria for entrance have been met.
 - f. Positive Behavior Support Plan and data:
 - Clearly identified target behavior(s)
 - Alternative behaviors taught to replace target behavior(s)
 - Documented occurrences and non-occurrences of target behavior(s) and other data collected regarding the behaviors of concern
 - Identified antecedents to the behavior(s)
 - Identified consequences that may be maintaining the student's problem behavior(s)
 - List of items that served as reinforcement for desired alternative behavior(s)
 - g. What exposure has the student had to curriculum instruction in self regulation strategies, social skills or behavior (i.e. 5pt scale, Zones of Regulation, Expected vs. Unexpected Behaviors, Social Thinking, etc.)
 - h. Benchmark/progress monitoring data
 - i. Behavioral data including current Discipline Record(s) and summary of Restrictive Procedure(s) used (BIOC review forms may be appropriate)
 - j. Contact information for related service providers directly involved in interventions or supports (for example, Occupational Therapist, Social Worker, etc.)
3. The Behavior Analyst assesses the documentation and provides feedback and guidance to the Case Manager with behavior interventions and support. It is the expectation that the interventions suggested are followed. The Behavior Analyst will document technical assistance provided and will share this document with District Special Education Coordinator and Building Administrator when support is needed.
4. If a student is making behavioral progress with the interventions suggested by the Behavior Analyst, the need for Rum River Special Education Cooperative Language & Communication Program may no longer be appropriate. The interventions should be continued as outlined if they are working.
5. If the student is not making progress, the team should meet to review the data that has been collected and discuss the following:
 - a. Identify circumstances in which target behaviors continue to occur (time of day, activities, individuals working with the student; conditions associated with behaviors (e.g., noisy gym, student to staff ratio); setting events (e.g., no medication, sickness).
 - b. What happens when these behaviors occur? What impact do the consequences (both positive or corrective) have on the behavior of concern?

- c. Does a new FBA or Positive Behavior Support Plan need to be initiated prior to considering a change in placement?
- d. Does the team need to consider other variables that may be impacting the student's behavior?
- e. What additional services may help the student receive education in the least restrictive environment?
- f. If more services or interventions are necessary, does the paperwork reflect these changes?

If additional data collection is necessary, the team should set a meeting date in approximately three weeks to review additional data.

If the student is not making progress, the team will review questions (a-f) and move forward with a discussion to consider a referral to the appropriate Rum River Special Education Language & Communication (setting IV). Under no circumstance should a parent be approached about a setting IV placement prior to discussion with the District Administrator, District Special Education Coordinator and appropriate Behavior Analysts. If the determination to refer is made, the following process must be completed.

Referral Process

1. Behavior Analyst, after reviewing documented interventions with the team, will prompt the District Case Manager to set up an additional IEP team meeting to discuss student referral.
2. The team will follow the referral checklist to ensure all steps and documentation have been completed to move forward with the placement change.

Referral Checklist:

Behavior Analyst reviews interventions and documentation and if deemed appropriate guide the District Case Manager to set up meeting to discuss child's current performance (review current education placement and, if appropriate, to refer to a Rum River Special Education Behavior Program).

Members required to attend meeting are:

- Parent
- Behavior Analyst
- District Case Manager
- District Administrator and/or District Special Education Coordinator
- Rum River Special Education Language & Communication Case Manager

Other Preferred team members to attend:

- School psychologist
- Outside agencies (probation, social worker, psychiatrist/psychologist, parent advocate)

At the IEP meeting the District Case Manager facilitates the meeting and the completion of Part 1 of the Referral Information for Rum River Special Education Behavior Programs (Appendix 1).

Remember that it is the district who is placing the student in the setting IV program. The Behavior Analyst is there to support interventions and to consult with the team on the determination of the least restrictive environment for the student but not to propose the placement.

Placement at the Rum River Special Education Language & Communication Program

- _____ After Referral Meeting the District Case Manager completes district transportation request for enrollment to the Rum River Special Education Cooperative Language & Communication Program.
- _____ After the Referral Meeting, the District Case Manager provides the RRSEC Case Manager with additional student record information by completing Part 2 of the Referral Information for the Rum River Special Education Cooperative Language & Communication Program (Appendix 1)
- _____ District Case Manager provides the RRSEC Case Manager with a hard copy the of current IEP and Evaluation Report and transfers case management to him/her on SpedForms.
- _____ District Case Manager will work in conjunction with the RRSEC Case Manager to amend the IEP, including the Positive Behavior Support Plan (primary responsibility is RRSEC Case Manager but District Case Manager must update PLAAFP if needed) and complete Prior Written Notice/Parental Consent (primary responsibility is District Case Manager).
- _____ RRSEC Case Manager will send out amended IEP and PWN for placement at the Rum River Special Education Cooperative Language & Communication Program with program return address and contact information.
- _____ Family & Student will meet the Rum River Special Education Cooperative Language & Communication Program staff at the program facility to complete the orientation/intake paperwork PRIOR to the student beginning at the program
- _____ Parental Consent is REQUIRED prior to the student beginning at the Rum River Special Education Cooperative Language & Communication Program. When consent is received the RRSEC Case Manager will provide a copy to the District Case Manager.

[Procedure For Students Who Open Enroll or Move Into a RRSEC Member School District](#) *

* If a student open enrolls, transfers, or moves into the district with a high level of service identified on the IEP, the Case Manager will contact the District Special Education Coordinator IMMEDIATELY. Previous placement in an alternative program setting or a federal setting III level of service does not mean automatic Rum River Special Education Cooperative Program referral.

Referral Information for Rum River Special Education Cooperative Language & Communication Program

(provided by District Case Manager)

Part 1:

Behaviors resulting in need for a Setting IV Placement:

- _____
- _____
- _____

Related service providers working with student:

- Occupation Therapist (name: _____)
- Speech and Language (name: _____)
- Physical Therapist (name: _____)
- DAPE (name: _____)
- Hearing and Vision (name: _____)
- Other: (name: _____)

Outside service providers:

- Probation (name: _____)
- County Social Worker (name: _____)
- Skills Worker (name: _____)
- Therapist (name: _____)
- Doctor (name: _____)
- Other: (name: _____)

Describe the students current procedure for processing an incident (verbal vs. written vs. visual, does it occur immediately or do you give wait time, etc.):

How have the following terms been defined/used with the student: Break vs. Time out vs. Free time:

Describe the positive interventions that have been utilized with this student.

Other helpful information to share with the Rum River Special Education Language & Communication Program team to aid in working with this student:

Part 2:

Provide any of the following documents that have been provided as part of the student's educational record. (If not applicable for the student write N/A in the blank provided.) Attach all documentation to this form and give to the RRSEC Case Manager prior to the student's setting IV start date).

_____ Attendance reports and truancy petition

_____ Suspension documentation

_____ Court/Probation Reports and Information

_____ Print out of state and district testing scores

_____ Current use of Restrictive Procedures information (BIOC review forms may be appropriate)

_____ Health plan for student if they have any medical condition that warrants specialized health procedures (Asthma, diabetes, seizures, etc.)

_____ For elementary students: Current CBM (curriculum based measures) identifying student's reading, writing and math placement levels

_____ For high school students: Transcript including all credit information and other information required for graduation (Grad plans, etc.)